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ABSTRACT

This book presents the findings of a longitudinal study of 101 college students and the development of their ways of knowing over a 5-year period, focusing particularly on the role of gender in intellectual development. Part 1, "Understanding Gender-Related Patterns of Knowing," introduces different ways of knowing. Chapter 1 reviews the literature. Chapter 2 presents the epistemelogical reflection model developed for the interpretation of the collective data. Chapters 3 through 6 each describe a particular kind of knowing and the patterns evident within it. Chapter 7 discusses whether the students' experiences and the epistemological reflection model could be transferred to other contexts. In Part 2, "Implications for Academic and Student Affairs," Chapter 8 summarizes students' advice to classroom educators. Chapter 9 discusses how to promote development of a distinctive, individual student perspective in curricular settings. Chapter 10 contains students' advice to co-curricular educators, and Chapter 11 addresses developing a student voice in co-curricular settings. Finally, chapter 12 summarizes the major finding of the study. Appended resources contain background on Miami University (Ohio), the site for the study, explanation of the method, and the interview and questionnaire formats. Also included are an index and over 100 references. (JB)

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